

KENTUCKY DEPARTMENT OF EDUCATION



OTHER PROFESSIONALS

STEERING COMMITTEE MEETING SUMMARY

MEETING DATE: September 23, 2013

FACILITATOR: Cathy White

NOTE-TAKER/CONTACT: Monica Raines

Name	School, District
1. Omar Morris	Jefferson Co. Counselor
2. Mary Burch	Erlanger Ind. School Nurse
3. Beth Edmonson	Daviess Co. School Psychologist
4. Paul Baker	Martin Co. School Psychologist
5. Melinda McClung	Fayette Co. School Social Worker
6. Dana Logsdon	Fayette Co. Occupational Therapist
7. Julie Wells	Jessamine Co. Occupational Therapist
8. Laura Cullens	Jefferson Co. Physical Therapist
9. Debbie Culler	Fayette Co. Physical Therapist
10. Tim Ball	Rowan Co. Speech and Language Pathologist
11. Sherry Hoza	Jefferson Co. Speech and Language Pathologist
12. Paul Lanata	Jefferson Co. Media Specialist
13. Becky Nelson	Franklin Co. Media Specialist

Agenda Item: Cathy White and Greg Ross - Welcome, Overview of the Day, Entrance Activity

Introduction of guests

Agenda Item: Cathy White PGES Overview –*See PowerPoint Other Professionals Growth & Effectiveness System Timeline*

Discussion/Action:

- Cathy gave an overview of the time line for OPGES
- Who will be evaluated and evaluating
- This year we are in Statewide Pilot – “Adult Swim”
- No personnel decisions will be made next year because we have not determined a summative model
- Where will student voice be, where will observation be
- The Teacher Effectiveness Steering Committee (TESC) will make the recommendations to the Kentucky Board of Education
- Educator Development Institute –(EDI) will do correlation studies to show how the measures correlate and all fits together

Question and answer period

O.T. Therapist – Evaluated every year, what does summative year mean?

- Each year the district turns in an evaluation plan and agrees that they will have a summative for so many years

Union Feedback on PGES?

- JCTA and KEA are part of the PGES has been the main topic at the last KEA conference and has been very supportive

Agenda Item: Cathy White - Review of State Examples *See Handout*

Discussion/Action:

- There are two missing pieces – Other Professionals alignment and Identified Specialists Jennifer and Kathy (*see notes from charts*)

Jennifer – Other Roles in Kentucky

Kathy – Other Criteria should we be considering

See chart for State Models Liked

Lunch

Agenda Item: Kathy Mansfield and Todd Baldwin “*In a Perfect World*” What would you like to see?

See Charts and notes Kathy and Jennifer

Todd Baldwin discussed the PGES Survey

- Two considerations:
 1. Defining growth to mean change over time, change in what
 2. Attribution - to what degree does your role contribute to that growth and what are the rules around that
 3. Student voice piece – how are you going to capture Student input

Question – In KY, does this determine what percentage is weighted at this point? – No

See Survey handout

There are two concepts this committee will need to hold on to:

Questions and thoughts to consider

- Who does the actual observation?
- What voices are represented?
- Differentiate between principal involvement as process and discretion
- Minimize discretion, but high degree of process involvement
- What does it mean to break growth up into pieces that connect to the role of the individual with

the impact on individual students?

- What role does your role group play in some measured performance of a student?
- What is my role's attribution to student growth and the system?
- What is the degree of principal involvement in the process: rating vs. discretion?
- Comparability across the system: shared across state?
- Define what positions mean; operationally define "role."
- How do we attribute performance to any particular teacher?

Summative Rating Model (Todd's handout) – weighted sections

Statement	Librarians	OT/PT	Psych	Speech	Nurse	Guidance
Be strongly linked to student outcomes	20	5	0	50	5	35
Be easily comparable across schools and districts	15	10	25	10	30	20
Be easy to understand	15	20	25	10	25	5
Minimize biases	10	5	12.5	0	25	0
Maximize principal-teacher relationships (discretion)	10	5	12.5	0	5	0
Treat teachers in similar positions similarly; different positions differently	25	40	0	30	0	15
Allow good performance on one measure to compensate for poor performance on another measure	0	0	25	0	10	10
Allow principals to exercise their discretion	5	5	0	0	0	15

Comments to section above

Speech/Language Pathologists: individual outcomes; IEP-based; state-wide comparison

School Psychologists: student outcomes based on IQ tests; probably not making growth when they are referred to us; might see a student for 2 hour test, then not again for 3 years; principal is usually not direct supervisor; usually not in just one school; define "outcomes"; define "strongly"; principal/teacher relationship: much easier to get job done with good relationship; principal can remove barriers

Nurses: how can school nurses affect student outcomes?; statewide comparison; need compromises related to student growth

Guidance Counselors: our work is often dependent on principal's vision for the school

OT/PT: play supporting role based on IEPs; poor documentation would not be acceptable in a situation of one measure compensating for another; implement state/national practices; there exists medical vs. therapeutic models

Librarians: some give grades/others do not; based on collaboration with teachers; compare librarians in similar situations (i.e. fixed vs. flexible schedules, K-12 vs. K-5); comparable across schools/districts – group folks by common needs; implement state/national standards; relationship with principal is key; look at CHETL for school libraries; compare state-wide in order to provide systems of best practice/growth.

Teacher of Record Model (Todd’s handout) – weighted sections

Statement	Librarians	OT/PT	Psych	Speech	Nurse	Guidance
Be flexible to cover all students in grade elves pre-K through 12	50	40	40	100	30	30
Accommodate teachers assignment changes and turnover during the course of the semester year	0	10	0	0	10	0
Accommodate multiple educators for a given subject/course	15	20	0	0	0	0
Be made clear enough for teachers to validate class rosters	0	10	0	0	10	30
Be understandable for all stakeholders	35	15	30	0	25	20
Be made applicable to all educators*	0	5	30	0	25	20

Comments to section above

Speech/Language Pathologists: start at Pre-K, but might end up at HS; need sampling of students that span grades; difficult to track entire case load

School Psychologists: “class roster” – change to those students for whom I deliver services

Nurses: no specific comments

Guidance Counselors: caseload is entire school; dependent on who walks through door for guidance services; programmatic contribution to whole school should be considered

OT/PT: stakeholder feedback needed; accommodate multiple needs

***Librarians:** need wording changed from “be made applicable to all *educators*” to “be made applicable to all *librarians*”

Closing Item:

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Next Meeting: Doodle Poll will be sent out